



High School



National FFA Organization

Lesson HS.115

THE ROLE OF THE INDIVIDUAL IN AN ORGANIZATION

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. What Are the Components of a Successful Organization?

Precepts. D1: Live with integrity

I3: Demonstrate professional ethics

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Explain the FFA code of ethics and relate it to daily actions.
- 2 Explain the importance of FFA Official Dress.
- 3 Identify the components of FFA Official Dress.



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Time. Instruction time for this lesson: 50 minutes.



Resources

“Essential Learnings” Materials, National FFA Organization, 2003.
“Official FFA Manual”
Tenney, A.W., “The FFA at 50,” Indianapolis, Indiana, Future Farmers of America, 1977.



Tools, Equipment, and Supplies

- ✓ 2 Flipcharts
- ✓ Public Writing Surface
- ✓ Tape
- ✓ Several cut-outs of people in magazines, newspapers
- ✓ Blank Sheets of Paper—one per student
- ✓ Official FFA Manual—one per student
- ✓ Overhead projector
- ✓ Official FFA jacket
- ✓ HS.115.AS.A—one per student
- ✓ HS.115.AS.B—one copy
- ✓ HS.115.AS.C

- ✓ HS.115.Assess—one per student
- ✓ HS.115.TM.A

 **Key Terms.** The following term is presented in this lesson and appears in bold italics:

▶ ***Code of Ethics***



Interest Approach

Pre-class arrangements. Tape HS.115.AS.B in one corner of the classroom as well as two flipcharts or tear charts in two other corners. Label one flip chart “Why do you think it is important to have an Official Dress for FFA.” Label the other flipchart “What does FFA Official Dress communicate about the organization.”

Locate several pictures from magazines or newspapers that show pictures of very expressive people displaying a wide range of emotions. Hold up each picture and have students compile a list of their observations of what they think the picture communicates.



Take out a sheet of paper. Usually, these six infamous words signal the start of a pop quiz. Today is no different. You can breathe easily today, though, because this quiz is going to be about your perceptions. Number down the left-hand side of your paper. In a moment, I’m going to hold up



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a picture of a person. When you see the picture, write down one- or two-word descriptions that you believe the picture is communicating. In other words, write down what you think of when you see this picture. What questions do you have?

Hold up pictures, moving quickly enough so that students do not have a long time to contemplate each picture and use their first impressions. After you have held up each picture, hold them back up again, one by one, and ask for students’ observations about what each picture communicates. Follow up their observations with questions about what led them to think the way they did.



What observations did you have for each picture? What led you to believe or think the way you did?



Pictures convey powerful messages. As you have just demonstrated, the actions, behavior, and looks of people many times communicate much more than phrases or words. The same is true for any organization or company. As an organization, FFA uses a lot of words in its motto, mission, and creed to communicate what FFA means to people, but the best definition of FFA is the one that is lived out in students' lives through their actions and behavior. Today we are going to paint a picture of what a successful individual's role is within the FFA organization by deciphering the code, dressing for success, and looking sharp.

Use *Motion Moment* for the phrases deciphering the code, dress for success, and looking sharp. Examples: lead the call back of deciphering the code, followed by some beeps resembling Morse Code; lead the call back for dress for success as student, adjust an imaginary tie or smooth back their hair; lead the call back for looking sharp, followed by students freezing in a cheesy magazine pose.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain the FFA code of ethics and relate it to daily actions.

Have students use scratch paper for the brainstorming portion of this next activity.

I. Relate the FFA code of ethics to students' daily actions



Consider what all successful football or baseball or soccer players have in common. What do they do that sets them apart from their competitors? Specifically, what actions do they do, both on and off the field/court that distinguish them?

Choose a sport that has a lot of popularity with the students.



When I say, “CODE,” make a list of what a successful (insert sport) ball player does on a consistent basis that makes him or her successful. List as many things as you can. What questions are there? CODE.

Use Me-You-Us Moment to facilitate their responses. Examples include dedication to practicing their sport; determination; study films and previous games; physical conditioning; good team players; good communicators; improve on their game regularly.



What you have just created is what most companies and organizations call a Best Practices list. It communicates what practices successful people in an organization follow. Some organizations call it a code of ethics. Think about how you would define code of ethics. Turn to your neighbor and share your best definition with him or her.

A. Code of ethics

1. A set of shared moral principles (Merriam-Webster online)

Show definition on HS.115.TM.A or on public writing surface. Have students use the Graphic Artist Moment to record the definition on HS.115.AS.A.



The code of ethics is FFA’s list of best practices for its members. Successful FFA members practice each of the eleven aspects of the code of ethics. While the code is written in a language we can understand, we are going to create a snapshot of each aspect of this code in order to powerfully communicate what this code means. We are going to decipher this code.

Use Motion Moment for the phrase “decipher the code.”



Raise your FFA Manual above your head. We are going to race to the code. When I say “CODE,” the first person to flip through his or her FFA Manual and find the code of ethics will be the code master. When you find the code of ethics, stand up. Questions? CODE.

Code of ethics found on Page 12 of FFA Manual.



Here is how the deciphering of the code will work. Think about the month in which you were born and its corresponding number. For example, January is one, February is two, March is three, etc. When I say, “DECIPHER,” read the line of the code of ethics that corresponds with your birth-day month. Just in case you were born in December, you will read number 11. Don’t be confused; the rest of you will still read the line of the code of ethics that corresponds with your birth month.

For smaller groups, you may need to assign two lines of the code to a student. Just make sure they are divided up equally.



Think about what the line says. Brainstorm how that code would be lived out in everyday life. Draw a picture on your paper that shows your line of the code of ethics being lived out. Be specific and detailed with your drawing. Put your name on your drawing when you are finished. What questions do you have? DECIPHER.



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B. The FFA Code of Ethics

1. Develop my potential for premier leadership, personal growth, and career success
2. Make a positive difference in the lives of others
3. Dress neatly and appropriately for the occasion
4. Respect the rights of others and their property
5. Be courteous, honest, and fair with others
6. Communicate in an appropriate, purposeful, and positive manner
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat
8. Make myself aware of FFA programs and activities and be an active participant
9. Conduct and value a Supervised Agricultural Experience program
10. Strive to establish and enhance my skills through agricultural education in order to enter a successful career
11. Appreciate and promote diversity in our organization



When you are finished, bring your drawing to the front, and our code master will provide you tape to hang it up. Hang the drawings up in the order that they appear in the FFA manual.

Have the code master, the student who found the code first, develop a sign that reads FFA Code of Ethics using the Graphic Artist Moment while others are drawing their respective codes. Have students tape pictures to a wall, and instruct the code master to hand out tape to other students to hang their pictures on the wall underneath the sign. It is also the code master's job to see that they are hung up in the order that they appear in the FFA manual, from left to right.

Optional review for the code of ethics to boost retention: Use the Party Host Moment.



Think about what you believe are the top three most important lines of the code of ethics. Turn to your neighbor and tell him or her what they are and why you believe they are important.

Have students share some of their opinions.



We're about to put a giant red flag in our brain where we remember the phrase "DECIPHERING THE CODE." Remember when you see an FFA jacket, you will see an individual's name on the front, and on the back you will see the state name, the FFA emblem, and a chapter name. As an FFA member, your behavior and actions represent yourself, your family, your school and community, your state, and the organization as it appears on the jacket. Paint a great picture of FFA by how you live.

Hold up an FFA jacket as you explain to point out features.

Objective 2. Explain the importance of FFA Official Dress.

Continue to use the jacket as a visual.



This FFA jacket has an amazing, incredible history. Some of our nation's top leaders, past and present, have worn this jacket, and it has become nationally recognized. In a moment, you're going to have a chance to go back in time and explore how this jacket came to be, and what you



think about it. Like the pictures around us, this jacket communicates some powerful messages. FFA members use this jacket to Dress for Success.

Use Motion Moment with the phrase *Dress for Success*. For the next activity, students will be moving to three corners of the room. Two corners will have the previously posted questions about the FFA jacket. They will write down their thoughts on the public writing surface. The third corner will have the previously posted story about the history of the FFA jacket. Instruct students to answer the questions on HS.115.AS.A by reading this story.

- A. Why do you think it is important to have an Official Dress for FFA?
 - 1. Answers will vary
- B. What does FFA Official Dress communicate about the organization?
 - 1. Answers will vary
- C. Who designed the first FFA jacket?
 - 1. Gus Lintner, an FFA advisor from Fredericktown, Ohio
- D. What chapter first used the FFA jacket?
 - 1. Fredericktown, Ohio
- E. What year was the first FFA jacket introduced as a part of FFA Official Dress?
 - 1. 1933



On your worksheet, you see three questions about the FFA jacket. To find the answers, wait for me to say the words “DRESS FOR SUCCESS,” then move to the corners of the room. Write your answer to the questions written on the two flipcharts in two of the corners of the room, and read the story in the other corner to find the answers and discover how the FFA jacket came to be. What questions are there? DRESS FOR SUCCESS.

Have students write their answers on the flipcharts with a marker. This will be a Go-Get-It Moment. Make sure every student has at least read the story and answered the questions on their worksheet before moving on. Share some of their responses to what they think Official Dress communicates and why it’s important, making sure to show appreciation for contributing their ideas. Lead class discussion in reference to the question, focusing on the following themes: communicates professionalism; unity; credibility; tradition; values.

Objective 3. Identify the components of FFA Official Dress

Share a personal story about one of your first experiences of wearing or seeing a large crowd of students in Official Dress, i.e. national or state convention, WLC, CDE. Share your perceptions of why FFA Official Dress was important to you as a student, and now as a teacher.



Being a part of FFA means you are a part of something much larger than yourself. Official Dress communicates that you are a part of one of the largest youth organizations, dedicated to developing yourself personally and professionally. The outer reflection of this is the snapshot of Official Dress. When I say “LOOKIN’ SHARP,” turn to page 10 in your FFA Manual, read through the components of FFA Official Dress, and then complete the matching game on your worksheet. What questions are

there? LOOKIN' SHARP.



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Have students pair up about halfway through to complete the HS.115.AS.C worksheet. Share answers when everyone is done, and celebrate completion with a Motion Moment of Lookin' Sharp. Have students freeze in their sharpest looking pose.



Review/Summary

Repeat all of the anchors in this lesson with a Motion Moment ...Deciphering the Code, Dress for Success, Lookin' Sharp. Have students pair up, go back to the code of ethics pictures, and quiz each other on what line each picture represents. Then have them quiz each other on the components of FFA Official Dress.



Application

►Extended Classroom Activity:

Have students research companies and/or other organizations on the Internet to identify their code of ethics and/or their uniform. Have students write a short reaction of what they think the uniform communicates and a short history of how the uniform came to be and what it represents.

►FFA Activity:

Assign students a line of the FFA Code of Ethics and have them share a story of when they experienced it or observed it in someone else. Stories can be shared during class or at a chapter FFA meeting. In addition, develop a certificate with the title Code Blue and have FFA officers award them to members living out the code of ethics.

►SAE Activity:

Have students research best practices of the industry their SAE represents in industry publications or the Web and develop a code of ethics for their SAE.

✓ **Evaluation**

HS.115.Assess measures student performance on the first objective.

HS.115.AS.C measures the performance for the second and third objectives of this lesson.

Answers to Assessment:

1. b., e
2. g
3. g
4. g



5. k
6. h
7. f
8. c
9. g



HS.115.Assess Name: _____

THE ROLE OF THE INDIVIDUAL IN AN ORGANIZATION

Answer the following questions using complete sentences.

1. From what you have heard in class today, why do you think it is important for FFA members to wear official dress?
2. What does FFA Official Dress communicate about the organization?



HS.115.TM.A

CODE OF ETHICS

A set of shared moral principles



HS.115.AS.A Name: _____

DECIPHERING THE CODE

Who designed the first FFA jacket?

What chapter first used the FFA jacket?

What year was the first FFA jacket introduced as a part of FFA Official Dress?



HS.115.AS.B

HISTORY OF THE FFA JACKET

“For many years before the FFA was launched, there was interest in having vocational agricultural student groups wear something so they could be readily identified. In compliance with that desire an official cap for vocational agriculture students throughout the United States was adopted...” (Tenney, p.29).

“The adoption of the official colors, corn gold and national blue, was another step toward the approval of an official dress uniform. The delegates to the 1930 convention adopted an official dress uniform, consisting of a dark blue shirt, blue or white trousers, blue cap and yellow tie. This was used as the official dress uniform until 1933 when delegates to the national convention voted to drop the blue shirt, trousers, and tie dress uniform and to substitute for it an official jacket of blue corduroy. Thus the FFA blue jacket came into being” (Tenney, p.29).

The first appearances of blue corduroy FFA jackets are credited to the members of the Fredericktown FFA Chapter from Fredericktown, Ohio. Their FFA advisor, Gus Lintner, was looking for a way to keep his students warm in Kansas City, Missouri, during the chilly November weather that was consistent for the National FFA Convention. He designed a jacket with an FFA emblem embroidered on the back by the Universal Uniform Company. This design became the forerunner of the blue corduroy jacket which FFA uses for Official Dress today.

For a detailed look at what the first FFA jacket from Fredericktown, Ohio, looked like, go to: http://www.ffa.org/about_ffa/ffa75/blue_beginning.html.



HS.115.AS.C Name: _____

Match the features of official dress listed on the right to the components of official dress listed on the left. Some letters may be used more than once.

- | | |
|------------------------------|--|
| _____ 1. Official FFA jacket | a. Can still be worn if it has holes and the emblem is peeling off of it, as long as you can still read the name. |
| _____ 2. Pants | b. Members only; only FFA members may wear it |
| _____ 3. Skirt | c. No more than three of these can be worn in the DOA manner: your highest Degree, your highest Office, and your highest Award |
| _____ 4. Shoes | d. You can wear as many as you want, as long as it doesn't look tacky. |
| _____ 5. Tie | e. Must be zipped all the way to the top! |
| _____ 6. Shirt | f. Must be blue and officially FFA |
| _____ 7. Scarf | g. Must be black |
| _____ 8. Medals | h. Must be white |
| _____ 9. Socks | i. State or American FFA degree charm can be worn on this |
| | j. Must be an appropriate length |
| | k. Must be officially FFA |

